

Reflective Supervision: The Ongoing Process of Mutual Discovery

PRESENTED BY:

Sherri L. Alderman, MD, MPH, IMH-E, FAAP Cynthia Ikata, RN, MPH

MIECHV Home Visiting Workforce Training Eugene, Oregon January 24, 2018

Goals and Objectives:

At the conclusion of this presentation, attendees will be able to:

- Define reflective supervision
- Name 1 characteristic of reflective supervision that distinguishes it from administrative and clinical supervision
- Describe 1 reflective supervision strategy

Oregon Home Visiting Core Competencies:

- Professional Best Practices
- Professional Well Being

Infant Mental Health Endorsement Core Competencies:

Reflection

self-awareness emotional response parallel process

Agenda

- Reflection Activity
- Introductions
- Defining Reflective Supervision
- Theoretical Framework for Reflective Supervision
- Key Strategies of Reflective Supervision
- Demonstration
- Discussion
- Action Plan



Reflection Activity

What is your experience with reflective supervision? What 1 word captures what reflective supervision is for you?



Introductions

Please share your name, your agency, and the name of your home visiting program.

Please also share your 1 word that captures what reflective supervision is to you.

Defining Reflective Supervision

What it is AND what it is not

Types of Supervision

- Administrative
- ▷ Clinical
- Reflective

Types of Supervision

- Administrative
 - Policies, practices, and procedures
- Clinical
 - Case presentations, problem-solving, guidance and recommendations
- Reflective

66

Reflective supervision is "a collaborative relationship for professional growth that improves practice by cherishing strengths and partnering around vulnerabilities to generate growth" 66

"Through this way of being, a holding environment is created—an emotional breathing space—where it is safe to explore accomplishments, insecurities, mistakes, questions, and different approaches to working with young children and their families."

Reflective Supervision is:

- Relationship-based
- The process and practice of exercising a capacity to question first impression explore the work filtered through the perspectives of all involved (self, child, family, colleagues)
- Honors the meaning of internal experiences as worthy of time to pause, contemplate, and explore

Reflective Supervision:

- Facilitates
 empathy
 open-mindedness
 collaboration
 respect
- Fosters meaningful and productive connections with parents, children, and colleagues

Reflective Supervision

IS NOT:

- Hierarchical relationships
- Just listening
- Therapy

Only useful for inexperienced staff

<u>IS:</u>

Collaborative

- Active dialogue
- Exploration of thoughts & feelings only in the context of the work at hand
- Thinking more creatively & honestly about very complex situations
- Has limits in scope
- May be need for redirection or additional outside resources

66

The work is too important and too complex to do alone.

Reflective Supervision is a process of:

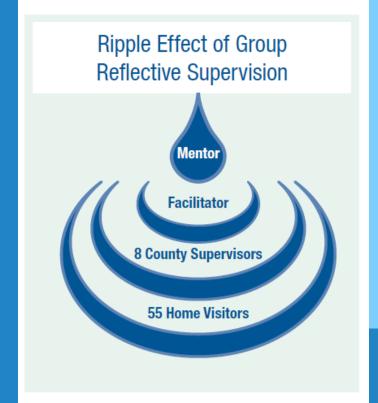
- Recognizing the multidimensional complexity of the work
- Building on the strengths and skills that each individual brings to the relationships
- Discovering opportunities for rejuvenation, repair, and professional growth
- Nurturing greater engagement and trust in relationships

2.

Theoretical Framework for Reflective Supervision

66

The work involves "the interlocking network of relationships between supervisor, supervisee, family, and child."



Parallel Process

Do unto others as you would have them do unto others.

- The experience that a staff person has with her supervisor can affect the way she interacts with a family.
- The way the staff person interacts with the child, parent, or colleague can positively spill over and influence the parent's relationship with her child

- All human development occurs in a nonlinear, dynamic manner
- Reflective supervision is nonlinear and dynamic

- Supervisor and supervisee share their thoughts, feelings, and reactions in order to reach a better understanding of the work and to collaborate more effectively
- Supervisor's attunement and sensitivity help supervisee regulate

- Feelings matter
- Willing and able to deal with conflict, to discuss topics, and hold intense feelings
- Uncovering and recognizing potential
- Exploring mistakes, ineffective choices, and misconceptions in ways that eventually lead from self-condemnation to self-forgiveness and acceptance
- Relationship-based

3. Key Strategies of Reflective Supervision

Reflective Supervision Strategies for Home Visitors

- Attunement/mindfulness
- Pace
- Containment
- Sorting and selecting

Reflective Supervision Strategies

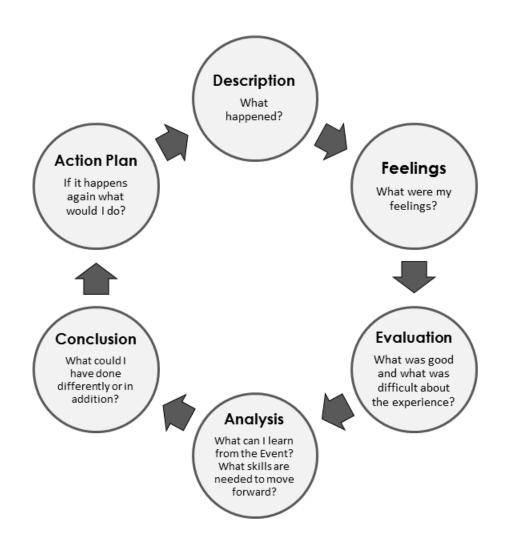
- Perspective
- Gentle inquiry
- Professional use of self

Reflective Supervision Strategies

- Negative capability (listen, learn before speaking)
- Parallel process
- Raising concerns (readiness for growth)
- Track patterns (emerging themes)

4. Demonstration

The Reflective Cycle



5. Discussion



Action Plan

What is your current skill level providing reflective supervision?

What do you need to maintain or grow?

What ways can you think of to pursue meeting your needs?



Thank you!

Sherri L. Alderman sherri.alderman23@gmail.com Cynthia Ikata cynthia.ikata@dhsoha.state.or.us

REFERENCES

- Gibbs G (f1988). Learning by doing: A guide to teaching and learning methods, Oxford, UK: Brookes University.
- Heffron M-C, Murch T (2010). Reflective supervision and leadership in infant and early childhood programs, Washington, DC.: Zero to Three.
- Shahmoon-Shanok R (1991). The supervisory Relationship: Integrating, resource and guide, Zero to Three Journal 12(2), 63-76.
- Wisconsin Alliance for Infant Mental Health (2017).

 Demistifying reflective practice: Defining reflective supervision and consultation for infant and early childhood professionals, Retrieved from http://wiaimh.org/wp-content/uploads/2014/02/Reflective-Practice-Guidelines-FINAL.pdf, Accessed December 20, 2017.